

Everyday Mathematics **Bibliography**

Most of the papers below report research about *Everyday Mathematics*, a mathematics curriculum for kindergarten through sixth grade developed by the University of Chicago School Mathematics Project (UCSMP) and published by SRA / McGraw-Hill. A few papers describe the curriculum or provide background information.

This list is not exhaustive. Many other papers exist, including unpublished reports from UCSMP and program evaluation studies from school districts using the program. There are also several research projects currently under way. For further information, please contact Andy Isaacs at UCSMP, 5835 S. Kimbark, Chicago, IL 60637; aisaacs@uchicago.edu; 773-702-9639; 773-702-4312 (fax).

- Bell, M. S. (1974). What does 'Everyman' really need from school mathematics? *Mathematics Teacher*, 67 (3): 196-202. (Reprinted October 1994.)
- Bell, M., & Burns, J. (1981). Counting and numeration capabilities of primary school children: A preliminary report. In T. R. Post & M. P. Roberts (Eds.), *Proceedings of the third annual meeting of the North American chapter of the international group for the psychology of mathematics education* (pp. 17-23). Minneapolis, MN: University of Minnesota.
- Briars, D. J., & Resnick, L. B. (2000). Standards, assessment -- and what else? The essential elements of standards-based school improvement. Los Angeles: Center for the Study of Evaluation, UCLA. [Available online at <http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf>.]
- Carroll, W. M. (2000). A longitudinal study of children in the *Everyday Mathematics* curriculum. UCSMP Report. [Available online at <http://everydaymath.uchicago.edu/educators/references.shtml>.]
- Carroll, W. M. (2000). Invented computational procedures of students in a standards-based curriculum. *Journal of Mathematical Behavior*, 18 (2): 111-121.
- Carroll, W. M., Fuson, K. C., & Diamond, A. (2000). Use of student-constructed number stories in a reform-based curriculum. *Journal of Mathematical Behavior*, 19: 49-62.
- Carroll, W. M. (1999). Achievement results for fourth graders using the standards-based curriculum *Everyday Mathematics*. Unpublished manuscript, University of Chicago.
- Carroll, W. M. (1998). Polygon capture: A geometry game. *Mathematics Teaching in the Middle School*, 4 (2): 90-94.
- Carroll, W. M. (1998). Middle school students' reasoning about geometric situations. *Mathematics Teaching in the Middle School*, 3 (6): 398-403.
- Carroll, W. M. (1998). Geometric knowledge of middle school students in a reform-based mathematics curriculum. *School Science and Mathematics* 98(4): 188-197.
- Carroll, W. M. (1997). Results of third-grade students in a reform curriculum on the Illinois state mathematics test. *Journal for Research in Mathematics Education*, 28 (2): 237-242.
- Carroll, W. M. (1997). Mental and written computation: Abilities of students in a reform-based curriculum. *The Mathematics Educator*, 2 (1): 18-32.
- Carroll, W. M. (1996). Students in a reform mathematics curriculum: Performance on the 1993 third-grade IGAP. *Illinois School Research and Development Journal*, 33 (1).
- Carroll, W. M. (1996). Use of invented algorithms by second graders in a reform mathematics curriculum. *Journal of Mathematical Behavior*, 15 (2): 137-150.
- Carroll, W. M. (1996). Mental computation of students in a reform-based mathematics curriculum. *School Science and Mathematics*, 96 (6): 305-311.

- Carroll, W., & Isaacs, A. (2003). Achievement of students using the University of Chicago School Mathematics Project's *Everyday Mathematics*. In S. Senk & D. Thompson (editors), *Standards-based school mathematics curricula: What are they? What do students learn?* Mahwah, NJ: Erlbaum.
- Carroll, W., & Porter, D. (1998). Alternative algorithms for whole-number operations. In L. J. Morrow (Ed.), *The teaching and learning of algorithms in school mathematics: 1998 yearbook* (pp. 106-114). Reston, VA: National Council of Teachers of Mathematics.
- Carroll, W., & Porter, D. (1997). Invented strategies can develop meaningful mathematical procedures. *Teaching Children Mathematics* 3(7): 370-74.
- Ding, D. (1997). Classroom discourse in second-grade reform mathematics classrooms. Unpublished Master's Thesis, Northwestern University.
- Everyday Learning Corporation. (1998). *Everyday Mathematics* gets results: Student achievement studies volume 2. Chicago: Author.
- Everyday Learning Corporation. (1996). *Everyday Mathematics*: Student achievement studies. Chicago: Author.
- Everyday Learning Corporation. (2001). Student performance on the Illinois Standards Achievement Test. Chicago: Author.
- Fisher, A. (1998, December). Fragile future. *Popular Science* 253 (6): 92-98.
- Fraivillig, J. L. (2001). Strategies for advancing children's mathematical thinking. *Teaching Children Mathematics*, 7 (8): 454-459.
- Fraivillig, J., Murphy, L. A., & Fuson, K. C. (1999) Advancing children's mathematical thinking in *Everyday Mathematics* reform classrooms. *Journal for Research in Mathematics Education* 30(2): 148-70.
- Fraivillig, J. (1996). Case studies and instructional frameworks of expert reform mathematics teaching. Unpublished Ph.D. dissertation, Northwestern University.
- Fuson, K., Carroll, W. M., & Landis, J. (1996). Levels in conceptualizing and solving addition and subtraction compare word problems. *Cognition and Instruction*, 14 (3): 345-71.
- Fuson, K., Carroll, W. M., & Drucek, J. V. (2000) Achievement results for second and third graders using the *Standards-based* curriculum *Everyday Mathematics*. *Journal for Research in Mathematics Education* 31 (3): 277-295.
- Hawkes, M., Kimmelman, P., & Kroeze, D. (1997). Becoming 'first in the world' in math and science. *Phi Delta Kappan*, 79 (1): 30-33.
- Isaacs, A. C., & Carroll, W. M. (1999). Strategies for basic-facts instruction. *Teaching Children Mathematics*, 5 (9): 508-515.
- Isaacs, A. C., Carroll, W. M., & Bell, M. (1998). A research-based curriculum: The research foundations of the UCSMP *Everyday Mathematics* curriculum. Chicago: UCSMP. [Available online at <http://everydaymath.uchicago.edu/educators/references.shtml>.]
- Kroeze, D. J., Johnson, D. P., & Zalewski, E. (1997). Achieving excellence: A report of initial findings of eighth grade performance from the Third International Mathematics and Science Study: First in the World Coalition. Oak Brook, IL: North Central Regional Educational Laboratory.
- Murphy, L. (1998). Learning and affective issues among higher- and lower-achieving third-grade students in math reform classrooms: Perspectives of children, parents, and teachers. Unpublished Ph.D. dissertation, Northwestern University.
- Riordan, J. E., & Noyce, P. E. (2001). The impact of two standards-based mathematics curricula on student achievement in Massachusetts. *Journal for Research in Mathematics Education*, 32 (4): 368-398
- Schoenfeld, A. H. (2002). Making mathematics work for all children: Issues of standards, testing, and equity. *Educational Researcher*, 31 (1): 13-25.

- SRA/McGraw-Hill. (2001). *Everyday Mathematics* student achievement studies, volume 3. Chicago: Author. [Avaliable online at http://www.sra4kids.com/everydaylearning/em/infofor/results/sas_vol3.pdf.]
- Woleck, K. R. (2001). Talking their way to the middle of all numbers. *ENC Focus* 8 (3): 29-31.
- Woodward, J., & Baxter, J. (1997). The effects of an innovative approach to mathematics on academically low-achieving students in inclusive settings. *Exceptional Children* 63(3): 373-388.
- Woodward, J., Baxter, J., & Olson, D. (2001). Effects of reform-based mathematics instruction on low achievers in five third-grade classrooms. *Elementary School Journal*, 101(5): 529-548.

(Revised 10/7/02)